



# EOTC UPDATE

Issue 26, 30 April 2020

Tena koutou. Welcome to this EOTC Update.

This issue focusses primarily on support for schools and educators during this period brought on by the pandemic, however, we begin with a more general update.

## NEWS

### Resources from RSC PLD

The Re-visioning School Camps professional learning that rolled out widely during 2019 is drawing to a close.

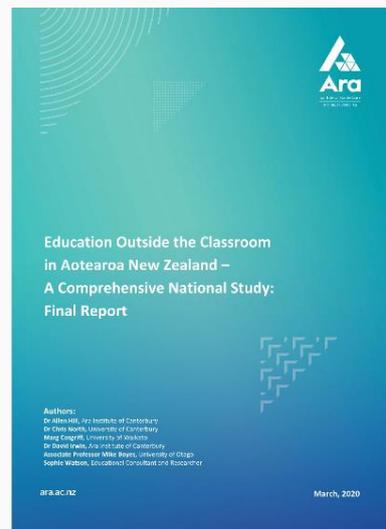
Some amazing case studies and podcasts track the journey of a selection of participating schools and will soon be freely accessible on the EONZ website.

In the interim, listen to the project leader, Sophie Watson, talking about a [re-visioned year 9 camp](#) with the staff at Mana College.



### EOTC Research Project Findings Published

EONZ, this week, received a copy of the just-published final report of the Education Outside the Classroom in Aotearoa New Zealand – A Comprehensive National Study. The research seeks to gain a deep understanding of what EOTC is currently occurring in schools, the value that schools see in/ascribe to EOTC, and the various challenges and factors that influence the provision of EOTC. The work comes at an important time for EOTC and we welcome its arrival. Sincere thanks go to those who provided input. Look out for the official media release planned for later this week.



### EOTC Conference on Track

Keep 28-29 September pinned to your calendars. Further information about this unique conference, to be hosted regionally and connected nationwide, is coming your way soon.



### Introducing the DIY Camping Project

Last year EONZ received the proceeds of a legacy fund for a special project, the aim of which is to develop and

model a simple, low-cost overnight camp that teachers and schools can easily replicate or modify. The project is underpinned by a focus on equitable access to school camp experiences and the need to strengthen the capability of classroom teachers to implement them.

A series of overnight camps will be held and modelled with a number of classes from invited North Island schools during the following year. The schools will be from predominantly lower-decile areas in urban environments. The first camps were due to be piloted this term but are currently postponed. We look forward, however, to getting back on track, keeping you updated, and to be making the material freely available once completed.

## NCEA Review

Public feedback on the [L1 NCEA Level 1 provisional subject list](#) to the Ministry of Education has been stretched out to 20 June. EONZ looks for your support through responses to the questionnaire linked above to strengthen outdoor education within NCEA. There is an opportunity to mobilise students to respond to the survey and the primary sector are also encouraged to submit.

The questionnaire takes 5-10 minutes to complete. [Here is a list](#) of the questions and a few points that provide some context.

## The Plastics Problem

[Plastics in the Environment - Understanding plastic waste in Aotearoa](#) Here are great resources to use for inquiry learning. The material comes from the [Royal Society](#) website, where good resources for Climate Change Education can also be found.

At the same time, jump on the Ministry of Environment's [Feels good to refill](#) campaign.

## More Good Reads

- [Education and Climate Change - What can schools do?](#) This is an article from NZ Principal, written by Rachel Bolstad from NZCER.
- [Bringing local curriculum into focus at Te Māhia School](#) comes from the Education Gazette of 31 January and highlights the role whānau can have in enriching and strengthening children's learning in local environments.
- [Nature Play in Schools – A Mainstream Option?](#) Politics aside, the writer of this blog asks some good questions around teaching outdoor education.

# COVID CONTINGENCIES

Distance learning is underway and over the following months, we hope to see a progressive return to schooling. During the lockdown, gardens, yards, local parks, and other spaces close to home have presented opportunities to engage in a huge range of activities and contexts for learning. This has been evidenced by the sheer amount of online material suddenly visible and shared.

There are great activities and resources available for educators to adapt, such as from the DOC [Conservation Education](#) and [Little Kiwis Nature Play](#). These are just two examples of many that range from 'sparklers' or ideas to stepped-out activities and adaptations.

The situation highlights the connectedness across learning areas and provides real opportunity to plan collaboratively across learning areas within schools.

# EONZ Response

An **EONZ website page**, [EOTC: Learning through Covid-19 Alerts](#), initially set up as EOTC- Learning from Home, offers a range of guidance, resources, activities and ideas for EOTC during this period. Use the page as the first port of call to update on relevant information.

We are also working on:

- Alert Level 2 Guidelines for EOTC
- Resumption of the EOTC Coordinator Zoom series (postponed from the early lockdown period)
- Rescheduling of the 2020 EOTC Management PLD series (27 workshops)

**EOTC support** remains in place. Use:

- [eotc@eonz.org.nz](mailto:eotc@eonz.org.nz) for EOTC management queries
- [kaiarahi@eonz.org.nz](mailto:kaiarahi@eonz.org.nz) for teaching and learning support

## Managing Alert Levels

**The Government** has set the framework for each of the lockdown levels. See the [New Zealand COVID-19 Alert Levels Summary](#)

**The Ministry of Education** continues to provide updated information and guidance on their [Covid-19 pages](#). Also, check information on [Schooling and Early Learning Education details for Alert Levels 2-4](#).

The **NZ Mountain Safety Council**, in collaboration with key government and sector agencies, has created a dedicated website, [COVID19outdoors.nz](#), providing guidance for personal outdoor recreation during COVID-19.

Information for a range of outdoor activities that correspond with the current alert level is detailed. The information is regionally specific.

Share the site widely, including with students and your school community.



**Sport New Zealand** provides information for [Sport and recreation activities at Alert Levels 1 – 4](#) that includes for contact and non-contact activities, water sports, active recreation and play.

**PENZ** has released [COVID-19 Alert Level 3 Guidelines](#)

## NCEA and Assessment

The [NZQA](#) website carries [dedicated guidance for school assessment](#). Also, check out [Managing Assessment during COVID-19 Update #5](#)

[Skills Active Aotearoa](#) has produced [Guidelines for Schools and Providers: Assessment during Covid-19 alert levels](#). They have also designed [Lockdown/Upskill information sheets](#) to support Skills Active trainees with tips and ideas on continuing their professional development at home. The sheets include Bushcraft, Mountain Biking, and Rock Climbing.

## On Critical Thinking & Leadership

The NEXT Foundation CEO, Bill Kermode, presents takeaways for leadership through these untoward times with [What history can teach us about resilience](#).

[Maui and the Sun - Lessons for Leadership](#), from the blog pages of [Tūtira Mai NZ](#), uses a lens of cultural leadership that can frame leadership approaches in a range of contexts.

[Colouring in your VIRTUAL white spaces](#) is the title of a blog written at the beginning of April by Dr Ann Milne, a leading voice for culturally sustaining, and critical leading and learning. This is a MUST READ as we grapple with equitable access to education. A [webinar](#) followed the blog's release - access if you can. While on the site, check the AUDIT YOUR SCHOOL tab. There are takeaways here for us all from this remarkable educator.



In [High School 2.0: It's time for education to prepare for the new normal](#), Claire Amos, the Principal at Albany Senior High School discusses opportunities brought on by distance learning. Claire also features in a series of [DisruptEd](#) online interviews that are well worth following.

Academic comment from Victoria University of Wellington on distance learning also comes from these Newsroom pieces: [How ready is NZ for online education?](#) and [The rush to online-ness](#).

Read [The Curve and the Kaka](#), an essay by Paul Ward in The Spinoff, who considers the voice of science, statistics, and stories of the past in calling for an environmental post-Covid reset.



# Wellbeing

Your wellbeing, as well as that of your students, is critical. **Five Ways to Wellbeing, *Ētahi ara e rima ki te ngākau ora***, help people stay mentally well. Check out the [Mental Health Foundation](#) website pages, including ideas on how each of the following elements of wellbeing can be unpacked.

- Be active | *me kori tonu*
- Connect | *me whakawhanaunga*
- Get creative | *kia mahi auaha*
- Take notice | *me aro tonu*
- Give | Tukua



Be well, stay safe, take care of yourselves, loved ones and your ākonga. And don't be afraid to reach out.

Copyright © 2020 Education Outdoors New Zealand, All rights reserved.

**Our mailing address is:**

Education Outdoors New Zealand  
354 Tram Road  
RD 2, Kaiapoi 7692  
New Zealand

[Add us to your address book](#)

Want to subscribe directly  
You can [leave your email and name here](#)